**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 6 Week 1 Story Title: The Story of the Statue of Liberty**

**Monday**- Use TE DI -2- 1) Preteach Phonics- Vowels in tooth & cook. Explain to students that sounds can be spelled in different ways. Write the words *soon, flew, clue, & juice.* Model blending soon, & have students blend it together too.Ask: *How many vowels do you see in soon? (2) How many vowels do you hear? (1)What vowel sound do you hear in soon? (u) Which letters stand for that sound? (oo)* Continue with flew, clue, & juice. Explain that oo, ew, ue, & ui can stand for the vowel sound (u). Write *book & pull.* Repeat the process, pointing out that the letters oo & u can stand for the vowel sound (u).2) Preview Decodable Reader 26: *Black and White and Big All Over-* Read/discuss words: Review the words on Decodable Reader pg 81; blend the following story words: unruly, focus, shyly, zookeeper, gentle, traits, China, & picky. Discuss the meaning of the words, too. 3) Preview Decodable Reader 26 with a Picture Walk Talk & make predictions about what the story is going to be about. Students will listen to the teacher model read the Decodable Reader 26 orally to the students for fluency.

**Tuesday**- Use TE DI-4- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words: crown, liberty, models, symbol, tablet, torch, unforgettable, & unveiled. 2) Practice decoding, reading, slashing out syllables with Multisyllabic Words: write *gleaming* & model how to use meaningful word parts to read it. Say:  *First I look for parts I know. I see the ending “ing”. I also notice the base word gleam. I say the parts of the word: gleam ing. Then I read the word: gleaming.* Continue with words: sculptor, monuments, remembrance, engineers, skeleton, constructed, & fascination. 3) Choral/Echo read typed version of Decodable Reader 26 for fluency practice. 4) Highlight Spelling Patterns from Monday’s lesson. 5) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE DI-6, pgs 291& 295- 1) Target Skill-Main Idea & Details- Discuss the meaning, examples, & clue words from pg TE DI-6 & pg 284 & 291. 2) Target Strategy-Text Structure- review pg 284. Also reread pg 295 to review Summarize. 3) Sort Retelling Cards by putting the cards in order according to the event in the story for sequencing. 4) Reread Decodable Reader 26- Highlight punctuation marks.

**Thursday**- 1) Put the Retelling Cards in correct sequential order. 2) Write 1 sentence for each picture for summarization. 3) Reread Decodable Reader 26- Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one.